Psy 220-501 Developmental Psychology
Fall, 2015
CRN- 47113
Tuesday/Thursday 4:30-5:45 (A131)

Instructor: Joseph Barbour, Ph.D.
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Office Hours: Mondays 9:00-10:30; 12:00-1:30. Tuesdays 10:00-10:30. Wednesdays 9:00-10:30; 12:00-1:30. Thursdays 10:00-10:30. Or by appointment.

Course Description: Overview of the physical, perceptual, motor, cognitive, emotional, and social development of children from infancy through adolescence. Prerequisite: PSY 105.

Broad Learning Goals
A. Students will develop an understanding of empirically known factors that underlie, shape, and sustain psychological development through adolescence.

B. Students will develop a conceptual understanding of important behavioral principles, theories, and applications.

C. Students will recognize and understand principles of scientific and critical thinking and be able to appreciate how this knowledge applies to their lives.

D. Students will become clear and effective communicators.

Student Learning Outcomes
A. Students can identify how we develop an awareness of ourselves, how we learn to interact with others, and how we influence others and how they influence us.

B. Students can identify how psychologists study human behavior and how this knowledge can be used to explain, predict, and influence behavior.

C. Students identify and critically evaluate psychological research methods.

D. Students analyze empirical data.

E. Students assess the significance and importance of research reports.

F. Students communicate clearly and effectively in a written format

Instruction: A number of learning methodologies, based on adult learning theory, are employed in this class. Students are expected to take an active role participating in class discussions. For each section covered in this class, students may be assigned by groups to assist the instructor in presenting relevant material. Some operational techniques will be used such as the showing of videos, group presentations, and role-playing.

Attendance: Since this class requires high levels of student participation, regular attendance is necessary. Life sometimes presents a necessity of missing a class. However, following three absences, each additional absence will reflect in the Participation Grade. The Participation Grade will be the percentage of classes in which the student is present as compared to the total number of classes. Two tardies, either arriving late or leaving early, will count as one absence. An excess number of absences, five or more, may result in the student being dropped from the course.

Grading Policy: 100-98=A+, 97-93=A, 92-90=A-, 89-87=B+, 86-83=B, 82-80=B-, 79-77=C+, 76-73=C, 72-70=C-, 69-67=D+, 66-63=D, 62-60=D-, 59-0=F

Grading: Grades will be based on the following required activities. Each activity is weighted equally.
Three tests
Children Observation Project
YouTube Videos
Participation

Extra Credit: Extra Credit can be arranged through the instructor. This instructor encourages you to use skills that you have developed in other areas of learning and apply them to psychology to earn extra credit. For example, digital art students are welcome to create a project using those skills and apply them to an aspect of psychology. Extra credit projects must be approved by the instructor.

Equal Access Services/ADA: In accordance with University Policy 2310 and Americans with Disabilities Act (ADA), any student who, because of a disability, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations. It is the responsibility of the student to request accommodation for individual learning needs. For further information, contact the Accessibility Resource Center at 925-8560.

Tutoring: Student Support Services provides any number of supportive services to insure that you succeed in your academic endeavors. Among other services, tutoring is offered on a walk-in basis. You can also call 925-8574. If you feel that you are getting behind, or overwhelmed, go there. Experience what they have to offer. This is one of those deals where you put off calling or going, and then when you do go, you kick yourself for waiting so long.

Academic and Behavioral Issues: This class will follow UNM's policy on academic dishonesty and behavior as described in the 2013-2015 Online Catalogue. Behaviors that challenge a sense of safety, loss of dignity, or rudeness will result in a student being asked to leave the classroom. Unruly behavior and/or academic dishonesty such as plagiarism may result in being dropped from the course.

Food and Drink: Water is permitted in a closed container. If you have special dietary needs, please see the instructor.

Cell Phones/Technology: Please insure that all cell phones are turned to silent and put away during class time. If a work or family situation dictates that you have your cell phone available, please let your instructor know prior to class. Other forms of technology being operated during class time should be focused on enhancing the student's understanding of the topic being discussed.

Late Work: Please see the instructor if you have an assignment that will not be turned in on time.

Project Assignment for Psychology 220

Your study will be due on October 15, 2015.

Project Assignment: Each student, working individually or in small groups, will pick a specific age group under the age of 19 to complete an observational study. The individual or group will pick a specific age and sex. You will be observing behaviors that signal internal, external, and social development characteristics. Please note birth order when possible.

Your study will begin with a complete list of developmental characteristics of the age and sex of the child that you are observing. You will compare these characteristics with the child's actual developmental characteristics.

PLEASE NOTE: The study will be based on observation of children you know. We live in a world where people hurt children, and parents tend to be cautious. If you have no children or young teens to observe where you present as a safe figure, please see me for an alternative assignment. **UNDER NO**

CIRCUMSTANCES ARE YOU TO OBSERVE, INTERACT WITH, OR SIMPLY SIT AND WATCH CHILDREN IN A SITUATION IN WHICH YOU ARE AN UNKNOWN!

Grade will be determined by:

- The completeness of the list of internal, external, and social characteristics for a child of the age you are observing.
- The explanation of the characteristics of the child you are observing versus where the child is developmentally.
- Your understanding of the continuum of child development. For example, a first born eight year old may be at a higher age level developmentally than a last born eight year old. Level of development does not mean that there is an issue. Remember, so much of professional evaluations define "within normal limits." One of your tasks is to determine what the normal limits are for the age child you are observing.

Format for study:

1. Name of child (first name only)
2. Age (example-6 years 3 months
3. Sex of child
4. Relationship to observer/s
5. Where observations are made (example-child's home, park, church)
6. Circumstances of observations (example-family birthday party)
7. Environmental circumstances that might impact what the observers are seeing
8. Characteristics in all of the identified arenas of children the age of which you are observing, which is available in the text. This gives you information on what you would expect to see in your observations.
9. Make notes of what you see in the actual observations.
10. Then compare what you should be seeing with the child in your observations.
11. If there is a difference, research the possible cause.

YouTube Video Assignment

ASSIGNMENT--YouTube Videos: Each student will view **ALL** of the YouTube videos listed below to enhance, fill in gaps, and provide an alternative learning experience for some of the material covered in class or in your text.

Please use the following at the end of this section to create a short review of each video. You will turn in your review to the instructor on or before October 15, 2015.

Please use the following format when viewing a video.

1. Topic viewed: (Title and what this video is addressing) No more than five sentences
2. Five things that I learned from watching this video:
3. Two ways in which I will use this information

- *It's Not About the Nail*
  Jason Headley

- *Discussing It's Not About the Nail-The Importance of Empathy and Attention*
  Workplace Conflict Resolution

- *National Geographic In The Womb*
  XviD AC3 (www.desibbrg.com)

- *16 Facts about Months 1 through 3 Baby Development*
  Howcast Original

- *Still Face Experiment: Dr. Edward Tronick*
  UMass Boston

- *Child of Rage-The Documentary (Part 1)*
  Rivetingtalechap

- *Toddler's Developmental Milestones*
  Imp8866

- *Toddler Aggression*
  investinkidscanada

- *Moral Development Middle Childhood*
  Clowmodoki

- *How to Recognise ADHD*
  Letsrecognize

- *Teen Suicide and Depression*
  Jillian Karlsvik

- *Kohlberg's Stages of Moral Development*
  Daniel Meier

Materials Used In Class:
***Essentials of Human Development: A Life-Span View*. Kail/Cavanaugh. Published by Wadsworth/Cengage.**

Chapter 1—The Study of Human Development (pp. 4-29)

Part 1
Chapter 2—Biological Foundations: Heredity, Prenatal Development, and Birth (pp. 31-61)
Chapter 3—Tools for Exploring the World: Physical, Perceptual, and Motor Development (pp. 64-91)

Test over Chapters 1-3

Chapter 4—The Emergence of Thought and Language: Cognitive Development in Infancy and Early Childhood (pp. 94-124)
Chapter 5—Entering the Social World: Socioemotional Development in Infancy and Early Childhood (pp. 128-153)

Test over Chapters 4-5

Part 2
Chapter 6—Off to School: Cognitive and Physical Development in Middle Childhood (pp. 155-186)
Chapter 7—Expanding Social Horizons: Socioemotional Development in Middle Childhood (pp. 190-215)
Chapter 8—Rites of Passage: Physical and Cognitive Development during Adolescence (pp. 218-237)
Chapter 9—Moving Into the Adult Social World: Socioemotional Development in Adolescence (pp. 240-259)

Test over Chapters 6-9